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MINNESOTA LIBRARIES



A PUBLIC LIBRARY AT WORK

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MINNESOTA LIBRARIES

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New Approaches to Community Service

Let us consider how different are the personalities of cities — San Francisco, Boston, New Orleans, Chicago. They have almost nothing in common except that they are cities, and have those things necessary to cities — libraries, parks, police and the like.

Libraries, like cities, develop their own personalities. But of all public libraries we have come to expect certain things: a well-developed children's department, a reference service, and an all-round collection of old and new books that have been chosen with an eye to the people who will use them. We expect, too, that libraries will do something more than inform, amuse — and that is important — even besides help the business world find the answers. In addition, each library with its finger on the community pulse will develop certain activities that have special significance to the people it serves.

In the following pages we have not emphasized accepted library practices. We have tried to show how one library has responded to community needs in its own way. It is not a new idea that children need someone to help them who is thoroughly steeped in children's literature, nor is it a new situation that there may not be enough children's librarians in a certain library system, or budget to provide for them. We have solved this problem in one way, perhaps you can find another. Nor is it a new situation that children of high school age are losing contact with the library. How we were able to provide a room of one's own for this fledgling age and what kind of a room, may provide suggestions for others who find themselves in this quandary.

The library has been sucked willy-nilly into the economic and social scene by those who are looking for jobs. In spite of the fact that there are thousands of books on jobs, we know we can't give satisfactory help without knowing more about the reader than we now do, a field definitely outside our province. But is it not within our province to make a bridge from the librarian to the vocational director so that all job-finding agencies and testing bureaus may be dovetailed when necessary with those of the library for the benefit of job hunters?

We are still librarians. We are not teachers, or social workers, or nursemaids or entertainers, but we are using new tools in some cases and in other cases passing on our tools for others to use. This close interfingering of what the library can offer and what the community needs is sometimes difficult to see until it is on our doorstep. It may be an opportunity to correct neighborhood conditions that are sending boys and girls to the juvenile court, it may be reaching shut-ins with WPA help, or the setting up of a reference branch in a privately supported museum, but in each case our purpose has been to go straight to the spot where we could be used in our community, taking whatever hurdles were necessary in the going. In common with librarians everywhere, we believe that books can mean much more than they do, that human beings are more important than techniques, and that it is not enough to serve only those who come to our doors. — PERRIE JONES.

The First Year In The Skinner Memorial Room

ELEANOR HERRMANN

Librarian in Charge, James H. Skinner Memorial Room, St. Paul Public Library

The cumulative force of curiosity, self respect and persuasion helped rid seventeen year old Mark of his "idee fixe." He had read, he said, everything. The Skinner Memorial Room attracted him because of a predominance of blue in the Room's decorative scheme, and its prevailing air of coziness and informality.¹ Obviously he drew out books mainly because they served as an excuse for more visits. But since he had read "everything," that is, sea fiction and a few best sellers, three visits were sufficient to catch up on unread material. It was then that a young-looking, pink-cheeked girl unconsciously aroused Mark's ire when she commented loudly and intelligently on Gunther's *Inside Europe*. "That punk," growled Mark familiarly; "I'll bet she doesn't know what it's all about." Hitler had just marched into Poland, but commentaries on international events had passed through Mark's mind with far less disturbing effect than the girl's pert "Well, do you?" . . . Mark found *Inside Europe*, to his surprise, palatable. He also found the non-fiction shelves suddenly attractive. They contained no "duds," no bewildering mass of material beyond his comprehension. Two months later he spoke disparagingly of his sea story obsession. Today, one year older and approximately fifty-two books wiser, Mark chooses his books with commendable discrimination. He is still a regular patron of the Skinner Room. The double advantage of a small, selected collection in a room comfortably isolated from disturbing traffic, and the opportunity to talk things over, gives him confidence.

The needs of Mark and his contemporaries founded the James H. Skinner Memorial Room. Adolescence is the critical age when standards and prejudices are being formulated. It is also the age when heavier school assignments and greater social obli-

gations conspire to discourage voluntary reading. Yet demand is influenced by supply, and a collection of books chosen to fit youth's psychological and social development tends to animate the casual adolescent reader to greater effort.

BOOK COLLECTION

Our basic book collection was built up with the greatest care for balance, variety, good taste. We considered that some of the patrons would be immature, others intellectually or socially mature, and that these groups would be composed of the factual minded, the literary type, the indifferent, the inquisitorial and the one-track minds. Every effort was made to build a "live" collection, to eliminate titles which show a tendency merely to fill space on the shelf. Emphasis was on reading for pleasure, but at the same time we hoped to extend the readers' horizons, lead them on to read books of increasing maturity, and gradually encourage them to use the more specialized adult departments. Most of all we wanted them to feel the charm of making their own choice by personal exploration of the shelves.

The Room opened in June, 1939, its shelves partially but adequately filled with approximately 1,000 volumes fresh from the book store. Immediately the feeling spread that all the "best books" were in the Skinner Room. Indeed, Mary found the situation of 1,000 clean, unread volumes so beguiling that she began with Section 1, letter A, greedily determined to read to Z. She faltered at Atherton, accelerated again at Austen, but at Bacheller decided there were advantages in a more balanced reading diet!

ACTIVITIES

Immediately after the Room opened it was referred to with pride as "Our room" by the High School group. Slight shifts in the

¹Loehr, N. S. "James H. Skinner Memorial Room." Detailed description of the Room.

Library Journal 64:970-2, December 15, 1939. Gives a

arrangement of the furniture were at once noticed and commented upon. The slowly growing book collection was every one's concern, and new book purchases were viewed with critical eyes. The more literary minded were encouraged to indicate in writing their magazine and book preferences, and high school journalists invited to write Skinner Room articles for their school papers. The file of high school papers, it may be interesting to note, probably brings more patrons to the Skinner Room than any other item on the periodical shelves. To aid in the development of special interests and hobbies, student art and craft work was displayed from time to time, and donors frequently assisted in setting up the exhibit.

During the winter a series of talks was scheduled, called the Skinner Room Discussion Evenings. Speakers included men from the University of Minnesota faculty and the Science Museum. Attendance was limited to thirty, and the group was invited to participate in a forty-minute question period following each talk. The animated discussions, and the quality of questions hurled at the speaker, were impressive. One talk, on amateur telescope making, had far-reaching results. The science clubs from at least two high schools obtained the services of the same speaker, and by late spring several dozen lenses were in the making.

WHAT DOES YOUTH READ?

Aside from the consistent demand for the classics, and conversely, for the latest book off the press, certain reading preferences and trends have been noted. So far as is possible, the following observations are based on voluntary, not required reading.

The most obvious interest, measured in terms of requests, is a desire for social adjustment and self-improvement, for books of etiquette, personality, manners, ethics. *Boy Dates Girl*, Margery Wilson, Margaret Fishback, are read as much by the boys as by the girls. While the desire for popularity is the motive for these requests, some young people realize that personal charm is not merely a matter of appearance. They like books where stability of character is its own reward, and where, as in the *Bent Twig*, home training

counts. A sixteen-year-old girl was at once amused and impressed by the education described in Sugimoto's *Daughter of the Samurai*. She pointed to the passage in which the author, when a young scholar, slightly shifted her position during a two-hour lesson and the venerable instructor gently reproved her with "Little miss, it is evident that your mental attitude today is not suited for study. You should retire to your room and meditate." The reader's comment was this: "I thought at first that was silly but when I finished the book I could see all that helped her to not get all mixed up when she came to America to live." With a sudden flash of intuition this girl felt that culture and discipline helped give Mrs. Sugimoto poise.

THE CAREER INTEREST

An all absorbing interest to the adolescent is his economic future. The constant demand for books on careers is not entirely due to assignments in school. Radio, periodicals, newspapers keep young people in constant touch with contemporary life and they have a keen desire to know where they will fit in. Science, newspaper work, mechanical trades receive serious attention. Of course, facile fiction writers have added glamour to journalism and the medical professions, and no one will ever know how many nurses owe their choice of a career to the Sue Barton books. Too much of this kind of reading stimulates illusory thinking, but many girls have a deeper interest and extend their reading to include books like Doyle's *A Child Went Forth*, and other medical biographies. The amazing popularity of *Madame Curie* with both boys and girls should silence some skeptics who question the reading tastes of this generation. Other biographies tracing careers are equally enjoyed: Edna Ferber's exuberant *Peculiar Treasure*, Cornell's *I Wanted to Be an Actress*, Benny Goodman's *Kingdom of Swing*; histories of country lawyers and doctors, of engineers and inventors. The war, and national defense plans are responsible for an increased demand for the exploits of aviators.

The Vocational Guidance Service, described elsewhere in this issue, refers many young people to the Skinner Room for books

on specific vocations as well as for general reading guidance. A careful check of titles read is being kept in order to record progress.

THE WORLD TODAY

Contemporary minded as the boys and girls are, it is not surprising to find a desire for background information on some of the more serious questions of the day. Books by world travelers and journalists, being usually forthright and exciting, are read the most in this connection. *The Days of Our Years* kind of travel book is asked for by name more often than the Martin Johnson type. Possibly the radio talks of John Gunther, Elmer Davis and the rest are partially responsible. Occasionally more abstract accounts, such as *Windows on the World*, are read. Kenneth Gould defined the qualities of his own volume when he wrote that such books will be read if they are "voluntarily readable, compellingly entertaining, mind-stretching non-fiction with a social conscience, about the world we live in and the urgent perplexities into which these young people will be plunged, willy-nilly, within a half dozen years."² The history professor who spoke on the "Backgrounds of the present war" to one of the discussion groups was astonished when, at the conclusion of his talk, he was faced with a barrage of questions which penetrated every conceivable point of view and yet stayed logically within the limits outlined by the argument.

THE YOUNGER READERS

Some young people, of course, emphatically reject books about the world of today in favor of books about the world of yesterday. These are the younger readers, and the longer the novel the better. Plump, spectacled Jane knows intimately the century, setting and history described in every one of the Broster, Dumas, William Stearns Davis books. She has a remarkable knowledge of European ancient and medieval history. She despises the American scene in any form, and reproached us bitterly one day because we had given her a novel in which the 18th century hero, instead of staying in France where he belonged, came over to America in

the second half of the book to fight the Indians!

Others in Jane's group regard her tastes as queer, themselves preferring the kind of literature May Lamberton Becker has so aptly labelled pre-love stories. Several in this group are in a period of transition, alternating between *Peggy Covers the News* and *Rebecca*. Lucille, fifteen years old, had been on an oatmeal diet of so-called girl's stories for years. She borrowed from friends and neighbors and long ago exhausted the library's supply. One day she asked mournfully, "Haven't you *anything* for me?" The story in which a mother tries to marry off her five daughters was suggested. She read *Pride and Prejudice*, the first mature novel in her free reading experience, with keen pleasure, "and it's funny," she said; "I read the first chapter of this when I was thirteen and thought it was foolish." Lin Yutang was right when he wrote that "when one's thoughts and experiences have not reached a certain point of reading a masterpiece, the masterpiece will leave only a bad flavor on his palate." Lucille has now reached the point of reading Hardy.

THE ARTS

Perhaps the taste for art is inherent in every boy and girl. Interest in and enthusiasm for prints, histories of art and art biographies has been evident since the room opened. Skinner Room exhibits have emphasized art. The University of Minnesota gallery which generously supplied us with prints from its loan collection all winter, recently loaned us a series of beautiful prints showing the progressive steps in off-set lithography. The picture was a Grant Wood landscape. It is a significant fact that while the demonstration of the color work was regarded with a great deal of interest, what impressed the majority of young patrons was the beauty of the finished Grant Wood picture. One boy inquired how much it cost and expressed a desire to have the print in his room.

Craven's monumental *Treasury of Art* lies on the table like the family album, and its pictures, like those in the family album, are examined by every visitor. But, one might

²Gould, K. M. "Young People's Literature Grows Up." *Horn Book* 15:345-351, November-December, 1939.

add, with almost no accompanying giggles. Another single volume held in high esteem is Malvina Hoffmann's *Heads and Tales*.

Interest in music is very evident. Undoubtedly the radio has popularized names and tunes. Oscar Levant's *Smattering of Ignorance* was hardly off the press before requests for the book came in. (*Information Please!* probably deserves the credit.) Music biographies, stories of the operas, and the commentaries of Deems Taylor have a substantial percentage of readers.

During the Christmas holidays victrola concerts were scheduled every day from twelve to two. The boys and girls chose the records they wanted played, were considerate about giving the other fellow a chance, changed the records themselves, and not one asked for swing. The only active part the staff played was to close the door in consideration of the department across the hall when Flagstad's Walkure blistered the air. The concerts were extraordinarily popular. Yet, their musical tastes unsuspected, these same boys and girls had passed in and out of the Skinner Room for six months.

One wonders what intangible barriers are present which sometimes make it impossible for the seemingly indifferent adolescent to voice his urgent needs. It is not easy to find a book which satisfies the "higher imagination." Usually it is a chance selection. We

have seen *The Yearling* do it, and Countee Cullen, and the intensely beautiful writing of W. H. Hudson. We have seen Anne Lindbergh and Saint Exupery do it. Romain Rolland's *Jean-Christophe* — Jean Christophe the visionary, the rebel — has given a handful of young people a not quickly to be forgotten emotional experience. One boy said, "This book makes you think." He was experiencing for the first time the "conflict, turmoil, new currents of thought [that] come to us through books."³

THE LIBRARIAN LISTENS

Personal conference has revealed not only a need for books, but a need to talk. Listening constitutes a part of the service. A story is more clearly the mental property of the reader once he has expressed his opinion of it out loud. Misconceptions concerning the author's meaning are sometimes cleared up. Other kinds of talk occur too, having no relation to books. A girl will lean confidentially over the charging desk and timidly ask: "My boy friend's parents had me for dinner last night. Do I address a note to both his mother and father, or just his mother. I like his father best." Or perhaps a tall lad in overalls will poke his head in the door and yell, "Hi, I got that job for the summer." That means the end of his reading for a time, but he will know where to get books when again he wants them.⁴

³Haines, H. E. *Living With Books*.

⁴Other books of particular interest to readers of high school age are described by Miss Herrmann on p. 89.



The Library Goes To The People

PERRIE JONES

Librarian, Saint Paul Public Library

"It's going too far. You just can't overlook everything, all the time." And there was indignation in the voice of the latest victim as he enumerated a long list of iniquities, minor, yes, but decidedly annoying, committed by those obstreperous youngsters that turn up in any normal community.

It was a lively, promising part of town covering between three and four square miles in fresh, open country on the edge of town, with wide rolling streets and scores of new, attractive little homes glistening in the sun. About 250 families had moved in, most of them within the last half dozen years, and the population had grown very quickly to between 2,500 and 3,000.

The children weren't bad, but they had nothing to do when school was out, and the neighborhood had grown so fast that there were no playgrounds, nothing planned to interest them during vacations and after school. A certain amount of devilment had got started and was sending a steady stream of youngsters to the Juvenile Court—the usual things, petty thievery, rowdiness, and just plain messing around.

So, in the summer of last year, parents, ministers, social workers and teachers sat down together to see what could be done. The meetings and discussions had almost bogged down trying to find something that would appeal to all, when one mother observed that what her boys did like to do was to read, if only they had a little library somewhere near. The idea took hold and in almost no time the principal of the community school (grade with adjacent portable) and the psychologist of a city clinic separately and together told their story to the city librarian. There was obviously every reason in the world why this community should have a library, but practical details of where it would be housed and what could be used for books would first have to be worked out.

TEACHERS GIVE UP REST ROOM

Every free cubic foot of space—and many that weren't free—was scrutinized in the

Hayden Heights School and the adjacent one-story portable. Finally the teachers in the portable came forward with an offering—their rest room. To be sure, it was not much bigger than a shoe box, it had neither ventilation nor outside windows, and only one door opening directly into the main hall, fairly spacious but very drafty in winter. However, it was a beginning. Immediately a local committee got to work and built shelves, magazine rack, and cabinet according to library-furnished blueprints.

And books? Even books were turning up miraculously. Out of some 1,300 gifts approximately 800 could be used and the rest were exchanged at the second-hand book store. The principal got her friends to work, the local group held a dance, a card party, and the proceeds were turned over to the city librarian for new books.

It was assuming proportions. On Valentine's Day the Hayden Heights Library opened for business with 1,007 volumes. To be sure, the room was so small that when you stood up and stretched your arms out you could touch the shelves on the opposite sides of the room, and only two or three children could get in at one time. But no matter. There were 1,007 books ready and the children stood in a line that S'd back and forth through the entire entrance corridor for hours to go home triumphant, each carrying two or three books.

Hayden Heights Station was open only once a week, but even so, by May it had more circulation than any other station, even those open several times a week, and its average circulation in June of 487 a day was more than double that of even those first hectic days in February.

When vacation time came, the library redoubled its efforts, opening twice a week, with a story hour one afternoon. This story hour has become an event in the community. An hour before it is scheduled nearly sixty eager youngsters turn up, scrubbed and dressed as if they were going to a party. And

one day when the story was going to be repeated for late-comers, they all piled back into the room even though they were assured that the shadow puppet play to be given was the same one they had just seen.

Perhaps it should not be surprising to learn that the proportion of juvenile books circulated has gone up to 75 per cent, inasmuch as the library was organized to meet the needs of children. However, parents come dropping in during the late afternoons and in the evening to browse over the really excellent collection of adult books.

YOUR LIBRARY NEWS

Now that the library is actually in existence the local committee has not rested on its oars. We heard sometime in May quite casually of a little news sheet in Hayden Heights, and immediately thought of getting in touch with the editor in the hope that he might include book lists and library news to help this gallant little station.

The next day it turned up, a single 8½ x 11 sheet, and there it was, bearing its streamer proudly in good bold letters across the top, *YOUR LIBRARY NEWS*, and underneath, *The Hayden Heights Library Committee*. What we had thought was a general community newspaper was being printed solely for and about the library by a member of the Committee as his contribution. Letters from the local representative to the state legislature, the city librarian and the school principal formed the text. Boxed in the center of the page was the information that all proceeds from this publication went to buy books for the library. The lower half of the paper was filled with paid advertising from neighborhood business houses, including one from a member of the state legislature. At the bottom of the sheet a streamer announces a dance for the benefit of the library, 25c, good music, good food, good floor.

That issue bought \$15.00 worth of books.

The first number carried ten paid ads, the second thirteen, and the third sixteen. The fourth is in the mail, and we understand is

twice as large due to clamorings for advertising. Each business house buying space has been supplied by the paper with a decalcomania sign carrying the information "Supporter of Hayden Heights Library."

This venture is unique, I believe, in that it has been entirely the idea and accomplishment of the Committee, it was undertaken for the exclusive benefit of the library, it makes a profit and is leaping ahead in popularity.

THE CHIEF OF POLICE ENDORSES THE PUBLIC LIBRARY

As if these evidences of success were not enough, the Chief of the Branch Division reported the incident of a member of the Juvenile Court not long ago asking the principal of the Hayden Heights School what had happened in the district, since practically no delinquency had been reported recently.

"Oh," she said, "didn't you know we had a library?"

"So? Well, that must have something to do with it," was the reply.

And so a community solves its own problem, its boys and girls are not sent to state training schools because they get temporarily out of hand. It uses its head and its hands instead, and with the help of a children's clinic, a liberal church, the city library, it develops a saner, richer life, and in so doing quite naturally brings about the rather unusual incident of a chief of police endorsing the Public Library for the best reason in the world, because it helps him in his business. This is what he said: "Your efforts in obtaining library facilities for children is, I think, one of the best things that could be done to make worthwhile citizens of our present day children."

And now for a happy ending. Mr. Axel F. Peterson, Commissioner of Education, brings out a blueprint showing the ground floor corner room in the addition to the Hayden Heights School plainly marked *Library*. And this is definitely on the docket for next year.

Accent On Children In The Branches

MILDRED OSTVOLD

Supervisor of Work with Children in the Branches, Saint Paul Public Library

To integrate the children's work in our six branches and nine neighborhood stations and knit it more closely with the central Children's Room, the position of Supervisor of Work with Children in the Branches was created last fall and included in the Juvenile Division set-up. The supervisory responsibilities included periodic visits to each branch and to stations open more than once a week, monthly book selection meetings, story hour arrangements, general plans for exhibits, school contacts, and newspaper and radio publicity for juvenile branch activities.

There was a real need for this service in our system. Budget limitations have made a children's librarian in each branch impossible, and while both school and children's divisions of the Central Library stand ready to give advice to overworked branch librarians, a more intimate knowledge of the communities to be served was necessary to make this advice really practical.

LAUNCHING THE NEW PROGRAM

So first a series of visits of one week each was paid to the branches and specified stations. Here was an opportunity to study the juvenile holdings of the individual branches, to make long-view recommendations for discarding and replacing, and to check registration and circulation statistics. Floor work with the children afforded an opportunity to know each branch community — the type of juvenile patrons, the schools they attend, the attitude they entertain toward the branch. Do they feel at ease, or shy and apprehensive; do they use it as a playground, study hall, or browsing room?

There was evident on the juvenile shelves a certain mediocrity which reflected not so much on the branch librarians as on a system which provided so inadequately for discriminating attention to the children's needs in all parts of the city. Juvenile patrons are rarely so vociferous or influential in their demands as their *mamas and papas*; nor do they read the *New York Times* Sunday Supplement.

Thus it has perhaps been a temptation to appease the best-seller appetites of full-grown readers with the lion's share of the book budget, while persuading the children to read standard older titles. This tendency to relegate the children's work to second place has been accompanied by a vagueness in the budget and its apportionment.

TOWARDS STANDARDS IN BOOK SELECTION

And so perhaps the most constructive change that has been effected was the reorganization of the theories and practices of juvenile book selection in the branches. Once a month has found the branch librarians assembled at the Central Library for round-table discussion of a number of things, but first and foremost new books.

Previous to the meeting those items which seem best adopted to branch use are selected from the month's additions to the Juvenile Division. The final list represents a careful culling of the books themselves, as well as consultation with the chief of the Juvenile Division. Our branch lists touch the high spots of the current publishing output and give the lie to the all too prevalent conception of the branch library as a conglomeration of "Class B books." A large children's room must of necessity harbor many nondescript titles added for testing or specialized purposes. Here the branch has the advantage; with its limited book budget, it can afford to be "picky," to concentrate on the cream of the crop.

Each item on the list of new books is reviewed by the Supervisor with the book in hand, with suggestions as to comparative usefulness. At each monthly meeting a replacement list of both basic and recent titles for one particular class is also presented. So far, we have taken up in this way history, fairy tales, picture books, travel, music, art, school stories, related vacation reading for girls, and sport stories for boys. These lists, checked for individual branch holdings, will comprise a basis for the systematic building

up of branch book collections. The juvenile book budget is in proportion to the percentage of juvenile circulation in each branch. In some branches fifty per cent of the total budget is allocated to children's books.

To our meetings have come experts in a number of fields. The new educational curriculum, with its library implications, was outlined for us by the superintendent of the elementary schools. On two occasions we heard from the public school supervisors of art and music, who presented helpful bibliographies of juvenile and adult titles in their respective fields. Local puppeteers addressed our group, suggesting ways of citywide library cooperation with the organization, and a WPA demonstration of simplified shadow puppets was given as a possibility for pepping up story hours.

The branch librarians endorse this new method of book selection as a time-saver and a form of book-digest. They have found that it eliminates considerable duplication of effort in order and catalog routine.

EXHIBITS

Exhibits are another important duty for the Supervisor. Here the real emphasis has been on concerted, all-branch exhibits, the most ambitious of which was executed in recognition of Book Week. Seven book fairs were in swing simultaneously, keyed to themes as varied as Books Around the World, Minnesota Authors, Circus Animals, and Pioneer Days. Each branch boasted special exhibits, gay mimeographed invitations for school distribution, and books fresh from a local bookstore.

With many branches playing up the same subject through varied approaches, as was done with displays on the history of printing, puppets, and Newbery medal awards, it was possible to contact organizations, publishers, individual hobbyists and collectors, local firms and WPA craftshops on a large scale to apply ideas from magazines and department store displays; and to route exhibits from branch to branch or from the Main Library to the branches.

CEMENTING SCHOOL RELATIONSHIPS

Story hours, if they can be arranged, are a valuable way of leading from listening to

reading. Other ways have been tried in our system, which seem to have equally good results. For two branches the answer has been "library hours," weekly events where books play host to public and parochial school children and teachers who come to the branches in a body, not for cut-and-dried library instruction but for a welcome break in the day's routine. They hear a book review program especially prepared for each class and enlivened by colorful exhibits; they browse among the bookshelves and take out books if they wish. At each of these branches, three classes, varying from third to sixth grades, have been attending in one-hour periods on alternate weeks.

The themes developed were sometimes of the librarian's choosing, but more often the teachers and nuns requested book programs relating to the subject being taken up in geography, history, literature or science. Thus it has been possible to anticipate "runs" and, by drawing on the collections of other branches and the Central Library, to be prepared to meet them.

The design has been to create in the school children a desire to read worthwhile titles which may have escaped their notice in the past. Relationships between old and new titles have been pointed out, and always the backgrounds of books have been stressed, with references to historical setting, the author, or perhaps his country and the crises through which it has passed.

Obviously, considerable preparation has been involved. Each library hour is something of a gala occasion; the branch is decorated in keeping with the day's theme, and a supply of pertinent fiction and non-fiction suitable to the age level of the class is assembled. Eight or ten books are characterized as spicily as possible, allied titles are mentioned, and then the children fall upon the book truck and strip it, or surge forward to receive personalized help in choosing books. It has not been easy to make variations on the general theme for the higher and lower grades, or to keep two jumps ahead of wide-awake pupils on their own home ground in history or science. But the enthusiastic response from all quarters indicates that no preparation is too much. This pleasant

informal relationship between branch and school administers a push to the circulation and makes each class 100 per cent library users.

BALLYHOO FOR THE BRANCHES

But what about the many children who do not come to the Children's Room or to the branches? It was necessary to embark on specialized activities, with the emphasis on reaching the children in their schools. Concentrating on one branch for an extended period, registration figures were studied preparatory to canvassing the schools of certain neighborhoods.

Previous to each venture into the halls of learning, the Supervisor consulted with the branch librarian about the schools to be covered, and with the chief of the School Division, as to the individual school library situation. Next a valuable personal contact was made with each principal, often leading to meeting teachers, visiting the art room and the school library, discussing projects and problems.

The grades generally included were fourth through eighth, and third grade if time permitted. Brief talks were given about the neighborhood branch and its services, and to each class was extended a cordial invitation to make use of the library. Three to six books, in publisher's jackets, were brought along to be introduced to each grade group by means of suggestive reviews. Whenever possible, the visits were paid in the forenoon to give the children a chance to have their applications signed in the noon hour while their interest was fresh. Then they would descend triumphantly upon the branch while the closing bell still echoed on the air. However, at one school where an afternoon visit was unavoidable, a crowd of children actually appeared at the branch before we got there; miraculously they had obtained signatures or unearthed long forgotten cards along the way! (In my day, I would have stopped home at least long enough for bread and jelly.) From another school where only the four upper classes had been contacted, the whole first grade plus teacher arrived breathless at the branch on the same afternoon, like the mountain coming to Mohammed,

anxious not to be overlooked by the "library lady."

On the afternoon of the visit the Supervisor was on hand at the branch to welcome the children and to follow up the morning's book contact. The titles reviewed went like hot cakes, though many of them had been sitting on the shelves for some time. In more than one instance boys and girls came in daily for several weeks, entranced more by the novelty, I imagine, than by any inherent bibliophilism.

Actual investigation revealed a multitude of children with a blind spot where their library consciousness might well have been. For example, only fifty-two pupils in one school with an enrollment well over three hundred had ever owned library cards; in the eight-A grade of another school thirty-four out of forty were non-card holders. And this figure increased in the lowest grades! Disquieting eye-openers, these school visits! In the course of this spring's book talks, an average of one hundred applications was netted at the schools covered; over half of these found their way to the branches by June. Exact statistics have not yet been compiled, but branch librarians report that responses from the school visits continued to trickle in steadily after the first excitement subsided.

Especially as a pre-vacation reminder and a circulation stimulus, this type of contact has proved profitable. Perhaps it has taken advantage of the children, catching them by surprise in schoolrooms from which they cannot escape and holding their attention under the watchful pedagogical eye. But by rendering preliminary registration quite painless, by whetting appetites for certain titles, and by making the possession of a library card the fashion of the moment, one stride has been taken toward the aim of thorough coverage of the city, with every child of school age a card-holder and library-user. And the rest is up to the branch librarians. Theirs is the responsibility of luring newcomers to return again and again, the task of selling book-bait to those who have "read everything"; and theirs the intense satisfaction born of rich personal contacts with a host of youngsters who freely come and go in their own branch libraries.

Occupational Guidance Service

MARY A. SWEENEY

Occupational Guidance Advisor, Department of Education, Saint Paul, Minn.

The shabbily dressed shy young man hovered around the desk for quite a while before he got up courage to ask the attendant, "Could you gimme a coupla books on salesmanship?"

She could and did, and then watched him go out with the sad knowledge that more than books on salesmanship would be needed before he got a job. His English needed improvement, his clothes would not impress anyone as belonging to the wardrobe of a successful salesman, and it was probable that he should never try that particular occupation at all. Yet she could not tell him so, especially on his first contact with the library.

Incidents like this, multiplied many times, have happened to every librarian. The techniques of vocational guidance are as specialized as those of cataloging and book selection, and very few librarians have mastered them. And yet the library is the place where young people, once sure of their fitness for a vocation, can get real help in preparing themselves for a chosen trade.

It was the realization of these two facts that brought into being the Occupational Guidance Service. After consultation with Axel F. Peterson, Commissioner of Education, a vocational adviser from the city schools was loaned to the library two afternoons a week to have interviews, give tests, and confer with librarians. Two small offices were set aside for her use in the Central Library — one for interviews and one for tests. A WPA stenographer was furnished to take applications, time the tests, and type out the case records. In all, for decorating the room and furnishing supplies, the establishment of the Service cost the library a little less than one hundred dollars.

It was decided that the Occupational Guidance Service would be for young people between the ages of sixteen and twenty-six who were out of school and out of work. It was necessary to limit the service, and this age group tied in best with other new services

to that age and took in a large group of bewildered but ambitious young people who definitely needed the help.

Most of those who come to the Occupational Guidance Service Office have just graduated from high school. During their school years they have received some small financial aid from home; their time has been fairly well occupied; opportunity to meet hundreds of classmates every day has been given them; teachers have been at hand to guide and help them; clubs are available for the small, more intimate groups. Suddenly at graduation all this changes — ends. The school drops them into a world where they must earn a living — not always having been prepared for it. The home feels that it has done its duty, and allowances are frequently curtailed. The leisure time activities and clubs end abruptly at the close of school. Opportunity is no longer given to meet large groups of friends. These young men and women feel the lack of these things. From now on they must use resources outside of the school. They discover deficiencies in their backgrounds. They find out that they have no training for a job, and frequently no money to go on to school. Even if they have qualities which should make them of value to an employer, they do not know how to tell him so. And often there is friction at home because of lack of understanding of the young person's failure to get a job.

It is young people like these who have used the Occupational Guidance Service since it was opened in March, 1939. Four hundred of them have been interviewed. They are from all walks of life, from all parts of the city, from all schools in the city. They vary from a very few who have not finished grade school to those who have completed University work. Most are single but some few of the young men are married. Forty-five per cent are girls; fifty-five per cent are boys. They are better than the average in their abilities as shown by the results of intelligence tests.

We have asked these young people why they came to the library. At first it was because they or their parents had read about the Occupational Guidance Service in the newspaper, or perhaps they had been sent by an interested social agency. Now more and more frequently they are coming because they have heard about the Service from friends who have been helped, or because librarians have sent them.

PROCEDURE

When they first telephone or come to the library, a preliminary interview is scheduled. At this the Adviser puts the client at ease, talks generally about why he came, where he heard about the Service, what he expects it to do for him. General information about schooling and vocational preferences is taken down. Finally assignments for tests are made. The standard mental ability, vocational, manual dexterity, and personal adjustment tests are used.

Before the second interview the results are carefully scrutinized. They show the mental abilities, special aptitudes for science, art, clerical or mechanical work. They also frequently show personality difficulties or bad adjustment to home environment. In fact, often these young men and women are, as they put it, "all balled up." Discouragement at not getting a job has caused friction at home. Sometimes they are so completely discouraged that the only thing to do is to tell them to go home and clean the cellar or mow the lawn. Only when they have had the experience of carrying through a job to its completion, the satisfaction of a good hard bit of physical labor, and the reward that comes with the praise given by parents for a seemingly voluntary contribution to the family life, are they in condition to talk rationally about their hopes and plans.

"Looking for a job" information is expanded to include many phases of the young person's experience. Broadly speaking, the following points are covered: a frank discussion of the client's own abilities and disabilities; all sorts of vocational information, not necessarily limited to the field signified by the client at his first interview; personality factors that may influence employment;

broadening of cultural backgrounds; information about applying for a job; and occupation of leisure time. Where it seems necessary, one month internships have been arranged with such organizations as the Red Cross, the YMCA, YWCA, Catholic Confraternity Center, Jewish Center and the Camp Fire Girls.

RELATION TO THE LIBRARY

The chief source of information available to these young people is the library. So after the interview, contact with a librarian in the proper subject department is made. She is told the vocational aptitudes of the client, and she picks out a course of reading for him that will help him prepare for further study at some educational institution, or for home study. She also gives him material on speech, vocabulary building, and clothing and appearance if he needs them. Books on the technique of the employment interview are frequently brought out. Pleasure reading is suggested, as well as reading that will make the young person well-informed on present day events, or build up his general background. If he has shown aptitude for art and music, he is given books on these subjects, and often he is much surprised to find that a hitherto unexplored subject has manifold fascinations. Books are given that will help an applicant brush up on mathematics and English for examinations for vocational schools. And books are frequently asked for that will help if the young person wants to paint the porch floor or furniture, if the basement needs to be waterproofed or decorated, if music is to be enjoyed by listening or performing, or if this year's senior wants to take a non-dancing grad to the Junior-Senior prom.

At any rate, whatever the client wants, it is important that he be allowed to start where he is, both from the viewpoint of reading ability, and from knowledge of the subject. This is something that the vocational adviser can discover much more easily than the librarian, and the information is always passed along. Very frequently the material may be procured from the Children's Room, but through an adult department, so that the young man or woman may not be em-

barrassed and may yet be getting material that is not too hard for him to grasp.

Every client who comes to the Occupational Guidance Service is referred to a librarian. If he is not familiar with the library he is taken to the various departments by a member of the library staff whose office is next to the Occupational Guidance Adviser. Otherwise a telephone contact between the adviser and the librarian is made, so that material is ready when the client reaches the department, and some knowledge of the case has helped the librarian make the proper selection.

In order to show what the results have been in some cases, we would like to tell you very briefly about a few of the young people who have come to the Occupational Guidance Service.

Case I.

Man. 26 years old. High school graduate. Employed at moment, but insistent upon quitting job. Wanted to know what type of job to look for and information concerning the work. Tests showed average mental ability, poor manual dexterity, better than average clerical ability and interests as scored by the Strong Test of farmer, carpenter, printer, policeman, and office man. The difficulty appeared to be not one of a new job, but of clearing up difficulties at home and on the job. Reading material was given for this program by the Teachers' Room, as was reading material on music by the Fine Arts Department. Books on public speaking and personal problems came from Readers' Aid. He was urged to see through a correspondence course he had already paid for and to get at the library supplementary material to aid him. This client was a good cooperator. He kept the job, joined the music group and has appeared publicly, and has said that his personal problems are clearing up, and he is now happy on the job, and is better informed on the course for advancement.

Case II.

A 17-year-old girl. High school graduate, commercial course. She was very desirous of going to college. Tests indicated that she

was an over-achiever who might, by giving every minute of her time, get through the University. We suggested to her that she interview a business college and that she investigate the various fields open to women. She chose a business school, did excellent work, seems very happy, and two weeks ago got her first job with an insurance company.

Case III.

Boy. 20 years old. One year of college. This boy was and is a severe problem to himself. He seemed to lack initiative, ambition, and interest. He had better than average mental ability and had made an excellent high school record, but a very bad college one. Books of action and personal problems were supplied by Readers' Aid and the Skinner Room. The boy was sent by courtesy of a Social Agency to a psychiatrist who returned him here with direction to proceed as before. He is not his normal self, but he is struggling to keep a job which a boy he'd met at the Occupational Guidance Service found for him. He is still reading and is following carefully the program set for him.

Case IV.

Girl. 20 years old. High school graduate. This case has excellent mental ability as well as above average clerical ability. She had taken commercial work in high school. She wanted information on jobs. However, she badly needed material on dress, personality, and people. She worked with the librarian and improved herself greatly. She was interested in Camp Fire work and that was expanded, especially in the field of nature. The Children's Room and Skinner Room gave help here also. She has been placed with a lawyer who has employed her for part-time work and is teaching her the stenographic law requirements. When she began she discovered that her knowledge of law terms was not adequate so she hurried over to the library where the Social Science librarian came to her aid with books on law terms and law contracts.

Case V.

One year at a local college had been put in by this boy, now 21 years old. He owed part of the tuition for that year and could

see no way of going on the next year. He wanted a job and all possible information about jobs. Tests indicated that he had very superior mental ability—that if possible he should continue his education. Because of his inability to get along with people if irked by them, an employment agency he had formerly used was unwilling to aid him again. Books on personal problems from the Readers' Aid related to his deficiencies as indicated by the tests showed him ways of improvement. He returned to the employment bureau at his own suggestion and tried to make amends for his previous failure. He succeeded. The Occupational Guidance Service contacted the college where plans were made to work off the old tuition debt, and to make better scholarship and work arrangements for the following year. Recent reports on this case indicate that he is doing above average scholastically, taking part in outside activities, especially dramatics, and is earning by work and scholarship his entire way (including food, shelter, and clothing) through school.

Case VI.

Boy. 19 years old. High school graduate. No job, no money, nothing to do. The boy was a very quiet, unassuming chap. The tests, however, showed that he had superior mental ability, manual dexterity and clerical ability. He likewise ranked considerably above average in chemistry aptitude and in mathematic achievement. College was impossible financially. This boy was shown his deficiencies as measured by the Bell Adjustment Inventory and immediately began work on them. He also began reading in

the science (Industrial Arts and Skinner Room) and German fields. He read books on etiquette (Social Science and Skinner Room). Later when the Occupational Guidance Service was obtaining information from a manufacturing plant in town in regards to their types of jobs, an employer in a laboratory within this plant who was greatly interested in the Occupational Guidance Service called for a boy. The above chap got the job and is doing splendid work. He is also becoming more socialized. Two weeks ago he was using a new section of the library—the Reference Room. His opportunities here are unlimited. Further education in the evening to aid his advancement is being planned.

The fifteen months' experience have proved that the experiment is worthwhile, and that there is a place for it in the library set-up. It gives the vocational adviser a chance to work closely with an institution where the materials for further study are at hand. It gives the librarian more definite information to work on. Librarians have reported that they have learned much about the psychology of young people from the reports of the adviser. They have found out the necessity of applying some of the techniques worked out by the educator: knowledge of reading skills, interview technique. And as for the young people who benefit from the Occupational Guidance Service, there is no doubt about their enthusiasm. Their comments when the service was temporarily closed for the summer show that they recognize its value, and earnestly desire its continuance.



The School Division In Action

ELSIE BAKER

Chief of the School Division, Saint Paul Public Library

Twelve months in the year the School Division of the Saint Paul Public Library is actively engaged in providing supplemental book materials to all the schools in Saint Paul. Usually considered a seasonal work, with time out for school holidays, this department looks forward to these vacation periods to catch up on many old jobs temporarily shelved for the more important one of moving "books and more books" from the library to the schools where approximately eighty thousand children are waiting either for an old favorite or one of the "must haves."

SERVICES

September sees the wholesale distribution of books to the schools: 1,079 graded classroom library cases, averaging 25 to 40 selected titles for pleasure reading; picture books to each of the 63 kindergartens and nursery schools; about 7,500 books requested by teachers for supplementary reference work in the literature, history, and geography classes; over 6,000 supplementary readers sent to schools especially in need of such materials. These books may be exchanged during the year whenever there is need for new material to stimulate slow groups, satisfy the exceptional readers, or assist in the development of new activities in the classroom. The book collections are further supplemented with lantern and slides, mounted pictures, exhibits and phonograph records. In fact, practically anything that is not nailed down in the library is available to the teachers upon request.

In addition to these services, the School Division maintains book collections in seven schools, "hangovers" so to speak, of former school library branches. When it was necessary to cut services in 1928, these collections were left at the request of library-minded principals, who felt that the literature teacher could take over the supervision of books as part of her class work. Used for free reading periods and for home circulation, these col-

lections replace classroom library case service in the upper grades and perhaps give the children more of a "library feeling."

INTER-DEPARTMENTAL LOANS

To be able to give such varied services, the School Division has depended on the generosity and sympathetic understanding of all other departments in being permitted the use of books from every division in the library. Originally the books purchased for the School Division were for the elementary grade levels, but recently we have been extending a helping hand to the junior and senior high schools, and have had need for adult titles. The policy of the library to share its resources and make materials available for use has been subscribed to generously by all departments. In return, we have conscientiously tried to have books returned promptly in order not to hinder the regular service.

BUDGET PLANS

Naturally, such widespread services require an ample budget, which, unfortunately, the School Division has not always had. Originally the library and the Bureau of Schools shared the responsibility of book purchase, but in the past few years the library has taken on the full load. It has maintained services to schools that it could ill afford, spending for the last three years about 23 per cent of its book budget on this one division alone.

Faced with the problem of making a more equitable distribution of its book money, in November, 1939, a new plan was presented to the Library Board and to the Commissioner of Education containing the following provisions:

1. The Bureau of Schools was to match funds of the Public Library up to \$2,500 for the purchase of books for both grade and high schools.
2. \$1,200 of the funds contributed by the Bureau of Schools was to be expended for

books for five designated high schools, these books to be cataloged by the Library as part of the permanent collections in the high schools.

3. The library's share, \$2,500, plus the rest of the Bureau of School funds, \$1,300, was to be spent for books to be used in the rotating collections in all the schools.

4. The Public Library through its School Division was to be the coordinator, assembling all book orders, handling the purchasing and cataloging of the books and later distributing them to the proper schools.

If this plan was accepted by the Bureau of Schools, approximately \$6,000 (allowing for discounts) plus State Aid on \$5,000 would be spent by the two bureaus. If the Bureau of Schools preferred to withhold its contribution, the Public Library would then spend only \$1,000.

The fifty-fifty plan was accepted in March, 1940, and was put into operation immediately. While the School Division of the Public Library has no direct supervision of the high school libraries, it stands by willing to act in any advisory capacity. In proposing a plan which included book purchasing for the high schools, the School Division was merely anxious to help the schools get more books for their libraries in the most economical way possible. It is an experiment in cooperative buying and in economical handling of cataloging where no central library organization within the school system exists. Records are being kept separate in the Catalog Division so that if at a later time a central unit is set up within the Bureau of Schools office, the records can be transferred in their entirety.

SPECIALIZED ACTIVITIES

In addition to its regular routine, the School Division has found time to do a little experimenting along other lines, wishing to give the children all the book experiences possible. Only last year did Saint Paul school children and teachers discover art in picture books. Many teachers had heard the names Wanda Gag, Elsa Beskow, and d'Aulaires and the host of others well known to librarians, but were not familiar with their

representative works. The School Division decided to send out a set of representative picture books including a typed booklet giving biographical information or some human interest story about the author or illustrator. With the valuable assistance of Miss Lillian G. Swan, Supervisor of Art Instruction in the public schools, about 35 picture books were selected for their various types of illustration, mediums used, and most important, their interest to children. Four sets of 35 books each were sent to the grade schools for the use of the art teacher. Later, with an expenditure of about \$50.00, a similar set was prepared for the high schools including a few more advanced books, including Steedman's *Stories of the Painters*, Katharine Gibson's *The Goldsmith of Florence*, Fuertes' *Artist and Naturalist in Ethiopia*, George Bock's *What Makes the Wheels Go Round*, and Rojankovsky's *Daniel Boone*.

This set, used in the art classes, has been studied from the commercial artist's standpoint and has also been used by the vocations teacher to illustrate a possible vocation.

FREE READING

In February, at the request of one of our progressive principals who wished to experiment with a "library reading room," seven hundred books were sent to the Lafayette school. There the pupil population is chiefly Jewish and Mexican with about twenty-seven per cent of other nationalities. The Mexican children, belonging to the large families of migrant beet-field workers, come in from the fields in November and leave again in April. For these children, underprivileged in every way, we sought to provide pleasure through books, especially through clean, attractive easy reading materials. It was difficult to supply enough books with easy vocabularies for it was found that many children in the sixth grade were reading the books intended for the primary groups, such as *Pedro*, *Nina and Perrito*, *Pelle's New Suit*, *The Little Boy with the Big Apples* and others. But this did not disturb the principal, for it was her belief that these children had not had those book experiences at the proper age and "had to catch

up on their reading." At the end of the first month the saturation point was reached and each grade level gradually fell into its own age-grade reading group. It is felt that the experiment accomplished much, for beyond the reading value, the children themselves had indirect and concrete lessons in character training, civic responsibility (for they did much of the actual clerical work in checking the books in and out) and worthwhile recreation, at the same time giving the teacher the opportunity to guide the reading of the slower ones.

THE PARENT TEACHER INSTITUTE

In line with the movement in the state and national Parent Teacher Associations to acquaint their members with library opportunities and the importance of school libraries in the life of the child, the Saint Paul Public Library and the Saint Paul Council of Parent Teacher Associations sponsored an afternoon institute February 22, 1940, at the Public Library. Members and their friends were invited to hear speakers on the value of book experiences in the life of the child. The talks on the book needs of the pre-school and kindergarten age child by Miss Neith Headley of the Institute of Child Welfare of the University of Minnesota was made even more pertinent by a display of picture books for that age. Mrs. Marion Faegre, also of the Institute of Child Welfare, developed the theme from the viewpoint of the elementary school child and pointed out the relative value of reading to the child's progression in school. Miss Eleanor Herrmann described the Skinner Memorial Room, its origin and purpose, and told of some of her interesting contacts with the young people who used the room.

Miss Perrie Jones told the group what the School Division had been doing to bring

books to Saint Paul school children and outlined the plan mentioned above which had been presented to the Commissioner of Education. She also suggested that local units of the Parent Teacher Associations who were buying books for the school might turn over their funds to the Public Library, who would in turn act as purchasing agent. The books would become part of the Public Library collection, but they would be allocated for use in the designated school. The schools would benefit through a better discount allowing the purchase of more books, and would also get the advantage of the State Aid refund which would be reinvested in books for the Central Library collection from which all schools might borrow.

Miss Margaret Greer, Librarian of the Board of Education in Minneapolis, the last speaker on the program, underlined Miss Jones' remarks by pointing out the great need for sound school library organization, and showing how closely the library and Parent Teacher groups can work together for a successful and effective unit.

This plan was presented too late in the spring to be considered by many groups, but three schools, one high school and two grade schools accepted the plan. The result has been that one school spending \$75.00 net actually received \$109.00 worth of books, and the schools spending \$25.00 received approximately \$35.00 worth of books. We hope the enthusiasm of these three groups will prove so contagious that next year other associations will take up the plan.

The School Division claims no originality in these activities for every library has similar services developed in slightly different ways. We are merely trying to make the schools and the community more conscious of books and libraries in an enriched educational program.



Books, Borrowers, Staff, and the "Entente Cordiale"

NANCY LOEHR

Director of Publicity, Saint Paul Public Library

A successful public relations program walks not on two, but on three sturdy legs. Books, borrowers and library attendants all contribute equally to the maintenance of a healthy library system. And so, last fall, each one of these factors was carefully scrutinized. How could we improve our book selection so that we used the specialized knowledge of members of our staff, order so promptly that books would be waiting for the first patron who came rushing down after reading his *New York Times* Book Supplement, and strike that delicate balance between buying all the books that "everyone wants to read" and the scholarly titles that form the backbone of the library's permanent collection? How could we find out what the staff from newly arrived page to division chief felt about their work, unite them in a common knowledge of library problems and a common desire to serve library patrons? And how could we remove some of those points of friction that always seem to arise when people meet necessary, but to them incomprehensible, rules?

The first of these problems was at least partially solved by a reappraisal and reorganization of our book order technique. The second and third we attacked through a series of staff clinics at which lively discussions on the best methods of dealing with people and relations to other staff members provoked thought and stimulated friendly argument.

BOOK ORDER TECHNIQUE

For many years books had been ordered by the head of each department and branch more or less independently. At monthly meetings of chiefs of divisions and at quarterly staff meetings some of the outstanding titles were reviewed, but only after the book had been received and cataloged.

Under the new plan staff members were assigned responsibility for certain classes of

books. In many cases this was still the chief of the division, but in others, advantage was taken of graduate training in such subjects as psychology, archaeology and history, or special reading interests in biography, exploration, poetry. Each person filled out order slips in duplicate for books within his field. Five days before the book order meeting these were sent to the librarian. One list was sent to the local book store for review copies, the other formed the basis for a mimeographed list that was distributed at the meeting.

The librarian, heads of divisions, branch librarians, and members of the staff responsible for book orders are present at the meetings which are held twice a month during the publishing season, once a month during the summer. At the meetings each book is reviewed briefly, with comments on its possibilities in the rental collection, branches and hospitals, and on its use with patrons. By using several services that give advance reviews, some books, especially fiction, biography, travel by well-known authors, are listed several weeks before the date of publication. Those already published and available at the local bookstore are sent up before the meeting so that they can be scanned for readability, format and subject matter.

The mimeographed lists are the basis for the final order, since there is space for indicating number of copies wanted and funds from which payment will be made. They are checked by branches and division heads at the meeting and within two days sent to the Order Division.

This has speeded up our order procedure. It has meant a more systematic checking of all fields, more knowledge of the books that are ordered throughout the system, and more economical cataloging since all copies of a book are cataloged at one time.

SUPPLEMENTARY LISTS

It was recognized that the book collection in the Central Library was weak in some fields and that many books that were necessary to a well-rounded collection had not been ordered during the years (unfortunately not yet over) that the library has been getting along on a reduced book budget. Gradually class by class books are being considered that should be part of the permanent collection. So far, American history, technology, music and government documents have been discussed. The staff member in charge of the subject list goes over the shelves, consults authoritative bibliographies and makes out a list of important titles that have never been added, books that should be added in the branches, worn-out copies that should be replaced. Of course, all these books are not bought at one time, but they form the basis for a permanent buying list of titles that should be duplicated or replaced for both branches and Central Library.

STAFF CLINICS

Members of the staff who attended the Public Relations Institute at the San Francisco meeting of the American Library Association came back so enthusiastic that we decided to see what we could do, in a small way, towards having our own. So far two have been held at six months intervals. At the first, Staff Relations with the Public was considered. Outside speakers told us about training of store employees and telephone company representatives. Then through a series of staff-conducted discussions we took up problems for consideration. Some of them were: How do you handle high school requests for capsule summaries of titles on the outside reading lists? What do you answer when people want to know why we do not have the Tarzan books, the Bobbsey Twins or other series? What about personal telephone calls to staff members?

How long should a patron have to hold the line while we are looking for the answer to his question? And what methods have been discovered by detective-minded members of the staff for finding out what the patron really wants when it is obvious that he doesn't quite know himself?

Discussions of these problems were animated, and did not stop when the meetings were over. We were delighted to find that everyone entered into the very friendly arguments regardless of rank, and that there was a great deal of good humor in arguing out problems that were common to all divisions, but that had been treated in different ways in different places.

The second Staff Clinic had no outside speakers and dealt especially with intra-staff relations. The question of a Staff Association, of instruction of new employees, and advancement were taken up. Even the delicate question of gossip and rumor was illustrated by playing that old game where a sentence is whispered from ear to ear and finally, in its much altered form, repeated at the end of the row. It was enough to point out that the person who repeated the sentence was someone known and trusted, and even so that the information had been twisted.

We have had fun out of these Staff Clinics, and have found ways of standardizing procedure, eliminating red tape and of inducing healthy discussion of common problems. They are as valuable to the administration as to the junior members of the staff, since it is one way in which points of friction can be seen and eliminated. And best of all, it teaches a mutual healthy respect between staff members when it shows they are keenly interested in their jobs, aware of their responsibilities towards library patrons, and really thinking about their place in the library profession.



WPA LIBRARY PROJECT

Citizen Action Toward County Libraries

With the WPA county library demonstration, sponsored by the Library Division, operating in six counties in the southern part of the state for well over a year, citizen interest in obtaining permanent county library service is crystallizing. In four counties it has already reached the point where citizen committees have visited the county commissioners and asked that county libraries be established, with varied results.

Blue Earth County

To quote from the *Mankato Free Press*:

"Blue Earth County citizens may have an opportunity to vote on whether or not they want a county-wide library system in the September primary elections this year.

"This suggestion was put forth tentatively Thursday (June 6) by Commissioner W. C. Minks of Danville township as the county commissioners held a meeting with a large delegation seeking to have the present WPA demonstration library project in the county put on a permanent basis. . . .

"Day Thompson of Garden City, president of the county library committee presented the delegation to the commissioners and told the board that about one-half the people in the country were without library service.

"He pointed out to the commissioners that people in the county now enjoying library service, 'although they may not realize it, are paying taxes for that service.'

"'If such a tax is worthwhile in the cities, why is it not worthwhile in the county?'" Thompson wanted to know. . . .

"John Barczewski, superintendent of schools at Garden City, declared that 'pupil reading in the schools has increased considerably from the second grade up since the demonstration project was put in.

"'There is an inequality of opportunity for good reading for county people which could be corrected with this library,' Barczewski said. Other school executives in the delegation bore out Barczewski's statement that pupils in rural schools had increased their reading of 'good books' since the project has been put into effect."

The chairman of the county board declared the board is reluctant to put more taxes on the people at a time when all costs of government are going up in the county, but promised to give the matter consideration.

In answer to a statement from Commissioner Minks that people in his district were opposed to the tax, the delegation presented a petition asking that the county library be established signed by a score of citizens from his district. Numerous other petitions from other sections were also presented.

Freeborn County

A delegation of Freeborn County citizens met with the commissioners on July 8 and presented to them petitions signed by 469 citizens from 9 communities requesting the establishment of a county library. Petitions stated that there are 18,572 persons in the county

without public library service compared to 10,169 with free library service from the one library in the county at Albert Lea. Graphs presented showed circulation of books through the WPA County library demonstration.

The proposition was turned down unanimously by the board which adopted the following resolution:

"Whereas, a petition has been presented to the Board requesting the establishment of a county library to be paid for and annually supported out of a special tax levy imposed, wholly, upon taxpayers in villages and rural areas (the City of Albert Lea not included), and

"Whereas, it is self evident that such a project would automatically expand from year to year thereby continually increasing the cost of maintenance, and

"Whereas, it is difficult, if not impossible, to estimate the amount required to finance such a project, and

"Whereas, it has consistently been the aim of this Board to reduce taxes, rather than increase them, and believing that our National Defense Program will bring about additional taxes, it appears that the time for a county library program is inopportune and that additional taxes for any project, not entirely necessary, would be extremely unpopular, therefore,

"Be it resolved, that this Board does not feel justified in adding to the present tax burden and that the petition be rejected."

Mower County

To quote from the *Austin Herald*:

"The Mower County board of commissioners continued consideration of the budget for the ensuing year this afternoon (July 9) after hearing a group petitioning the establishment of a permanent rural library setup in the county yesterday and granting of three beer licenses.

"The committee petitioning the library was headed by William Holmquist of Rose Creek, and was composed of representatives of most of the county's smaller communities.

"The committee appealed for a one-mill levy for the proposed project, pointing out state provisions for such. The petition stated that the county library, like the school, is a public institution created in the interests of all the people, and that it, too, should be supported from public funds, and the people of Mower County be thus provided with the opportunity of self-education and reading."

So far the board has taken no action on the matter.

Waseca County

A committee of Waseca County citizens with Rev. Chas. Crouch as spokesman interviewed the county commissioners on the subject of a county library July 9. Lee F. Zimmerman, state director of libraries, attended the meeting and answered questions on the technical aspects of a county library. Every commissioner is understood to be in favor of county library service. The present plan is to incorporate the library issue in the September ballot.

Other Counties

In the two remaining counties where demonstrations have been in operation, Goodhue and Rice, citizens committees have been formed and show active interest, but no steps have been taken toward permanent service. Goodhue was the last county to be organized.

Project Development

Miss Dorothy Beth Hansen, who has been in charge of the demonstration in Freeborn, Mower and Waseca counties, is now in charge of supervising all demonstration work in WPA District 4. She is assisted by Miss Lucille Gottry, who took over the demonstration work following the resignation of Miss Mary Lovaas.

Plans for the future include expansion into other counties in the southern district as well as into counties in other areas just as soon as funds and personnel make such expansion possible. The St. Cloud area is expected to be the next to be developed.



To Members of the State Association

The Director of the Library Division has courteously provided this means of extending to you a cordial invitation to visit and use the St. Paul Public Library and the Hill Reference Library as often as you like during the October meeting of the Minnesota Library Association.

Perhaps these pages have suggested to you points in public library management you would like to discuss, whether on the outlined procedure of book selection, work with schools or the Staff Clinics. If so, please do not hesitate to come in, or better yet, make an appointment. We shall be very happy to put our experience and facilities at your disposal, to show you the Skinner Room with its many details practicable in any library, the new sound-proof music room, plans for the new quarters of Hayden Heights embodying problems of the small one-room library set-up. In other words, during some of those moments you are not eating or sleeping or going to meetings why not drop in at these two libraries, one block from convention headquarters? You will be welcome!—
PERRIE JONES, St. Paul Public Library.

MINNESOTA LIBRARY ASSOCIATION

Tentative Program

M. L. A. CONFERENCE

St. Paul, Minnesota

October 20-23, 1940

Sunday

- 4:00 P.M. Registration*
View exhibits
6:30 P.M. Smorgasbord
8:30 P.M. First General Session
Address of welcome by the Mayor of St. Paul
Speaker — Mrs. Mabel Seeley, Author

Monday

- 9:30 A.M. Second General Session. (Program to be sponsored by the Sections)
Junior Members
Small Public Libraries — Book Reviews
Hospitals and Institutions
Reference Section — Interlibrary Loans — Mr. Carl Vitz
12:30 P.M. Section Luncheons
2:30 P.M. Section Meetings
Small Public Libraries, College Libraries, Junior Members, Catalog,
Reference, etc.
8:30 P.M. Third General Session
Speaker — Dr. Harold C. Deutsch, Professor of History, University of
Minnesota

Tuesday

- 9:30 A.M. Fourth General Session
Speaker — Rene d'Harnoncourt, Author, Illustrator
Panel discussions by members of the Library Planning Committee
12:30 P.M. Luncheons
Trustees
Other groups
2:30 P.M. Free Afternoon
Tours to Libraries
7:00 P.M. Fifth General Session
Banquet
Speaker — Archibald MacLeish, Librarian of Congress
9:30 P.M. Dance

Wednesday

- 9:30 A.M. Sixth General Session
Business Meeting
12:30 P.M. Children's and School Librarians' Luncheon
Hospital Librarians' Luncheon
2:30 P.M. School and Children's Librarians' Sections
Speaker — Rene d'Harnoncourt
College Librarians' Section
Speaker to be announced

*Conference headquarters—St. Paul Hotel.

NEWS ITEMS

Regional Meetings

Arrowhead—The spring meeting of the Arrowhead Library Association was held in Mountain Iron, May 21. Forty-two librarians from fifteen range communities attended the meeting which was held in the Public Library. Among the problems discussed were library censorship, weeding the book collection, uncollected fines. Miss Mary Grivich, Mountain Iron librarian, and Helen Hendrickson, Kinney librarian, were this year's hostesses.

Southern—The Southern Minnesota Library Association held its spring meeting at Mankato on May 17, 1940, with ten libraries represented and fourteen librarians in attendance. The meeting was held at the Public Library and was presided over by Florence Love, President. An informal report on the activities of the different libraries in the district was followed with book reviews by Mrs. Hines, Mrs. Johnson and Mrs. Rosebrock. Red Wing was selected as the next place of meeting. Officers elected are: Edna Steiner, Red Wing, President; Mrs. Tanye B. Hines, Austin, Vice President; Anena C. Jensen, Kasson, Secretary-Treasurer.

Endowment Fund

The Minneapolis Public Library recently received a \$5,000 endowment gift fund. The income from this fund will be used for the purchase of books of music and books about music in memory of Emil Oberhoffer, founder and conductor of the Minneapolis Symphony Orchestra from 1903-1922. The gift was made by Mrs. Emil Oberhoffer. According to Mr. Vitz, this is one of the most important funds received by the library during the past fifty years.

Changes and Resignations

Irma K. Schmalz, for the past seven years Reference Librarian of the Library Division, has resigned her post. Her home in the future will be Buffalo, New York. Mrs. Schmalz is well known to librarians all over the state who will remember her always as a faithful servant striving to bring the best possible service to librarians and individuals in Minnesota. She has always carried on her work conscientiously and well, and it is with a genuine feeling of regret that the staff of the Library Division and her many friends see her depart.

Leona Olson, formerly Supervisor, WPA State-wide Library Project, has been appointed librarian of the Fremont, Ohio, Public Library.

Margaret Ludenia, librarian of Morris Public Library, has resigned her position. Miss A. Ollie Ulvestad, of the Denver University Library School, has been appointed her successor.

Mary Lovaas, formerly supervisor on the State-wide WPA Library Project with headquarters at Red Wing, has resigned. On June 29 she was married to Dr. Joseph L. Arko of Hibbing.

Lucille Gottry has resigned her position as high school librarian of Stillwater to accept a supervisory position on the WPA State-wide Library Project.

Claire Winzenburg, librarian, Crookston Public Library, was married to John E. Madden of Crookston on July 20. She plans to continue in her present position.

Mrs. Edith Hegwer, Minnesota '40, has been appointed librarian of the Moorhead Public Library. She succeeds Florence Powell who recently resigned.

SUBSCRIPTION BOOKS REPORT

Bulletin No. 10

The Library Division has received requests for information about the following subscription materials:

Recommended with Reservations

Dictionary of American History: ed. by James Truslow Adams; R. V. Coleman, managing editor. 6 v. N. Y. Scribner, c1940. \$60. 25% discount to schools.

"There has been an increasingly insistent demand for some one source to which an inquirer might go to find, and quickly, what he wishes to know as to specific facts, events, trends, or policies in our American past, without searching for hours, perhaps unsuccessfully, through stacks of books, even should he have access to them. It is this need which the Dictionary of American history is intended to fill. . . .

"Emphasis has been placed on the fact that this is 'A dictionary' and not a collection of essays or even an encyclopedia. . . . There are, however, a considerable number of 'covering articles,' each of which not only presents its broader subject in an orderly sequence, but, by cross references, guides the reader to the various supporting or related articles in which the individual phases of the subject are treated in more detail." Foreword.

A valuable reference tool for the school with a large history department, a well stocked library, and a good book budget. Consider, before purchasing, that the average cost per volume even with the discount to schools is \$7.50.

Science Research Associates Publications

This service is described by Science Research Associates as "accurate and up-to-date occupational materials prepared in periodical and monograph forms for individual and group guidance." The accuracy and recency of the material is not doubted, but the value to the schools of some of the various publications is questioned. If the school is offering a vocational course for seniors, the following

publications given a recommended rating will undoubtedly be of great value.

There are three price arrangements: Plan A, \$34.50, Plan B, \$24.75, Plan C, \$17.50. Considering that each plan contains some material not recommended, the above arrangements are not as satisfactory for schools as the purchase of the individual publications which will be of known usefulness in each school.

Vocational trends; published monthly, September through June by Science Research Assn. at 450 Ahnaip Street, Menasha, Wisconsin. 600 S. Michigan Avenue, Chicago. 25c a copy, \$2.50 a year.

Of less value than the monographs, reprints, and outlines. The school without a vocational program for senior high school students can do without it. Since it does not include an index according to vocations it is less useful than it might otherwise be. It is indexed in Vocational guide, a \$4.00 publication which is not recommended.

Recommended with the above reservations.

Occupational monographs. Pamphlets of about 50 pages. Titles now ready: Opportunities for statistical workers — Employment in land transportation — Careers in consumer cooperation — Jobs in rural journalism — Teaching as a career — Employment trends in the printing trades — How to choose a career — Highway jobs — Advertising as an occupational — The war and American jobs — Clerical occupations — Occupations in radio — Household workers.

A new monograph appears each month. Yearly subscription \$5.00; Single copies 50c. **Recommended.**

Vocational guide; published 12 times a year. Cumulated into a separate volume in December. \$4 a year.

An index to free material, magazine articles, and book reviews. The majority of magazines are not available to school libraries. **Not recommended.**

Occupational reprints and abstracts. 10c a copy. Complete set of monthly reprints. \$2.50 a year (3 - 5 in each monthly set). 10 or more copies mailed to one address,

5c each. Four page reprints on many occupations. **Recommended.**

Occupational outlines — complete set of 100, \$9.75.

Subtitle: America's major occupations; the hundred fields where people are most likely to find jobs. Quarterly. **Recommended.**

Basic occupational plans.

For the guidance counselor, but not for the school library.

Not Recommended

Modern Wonder Book — 150 v., 25 for each grade reading level. Columbus, American Education Press, 1934-40. paper, 150 v. including metal container \$96; 25 v. including metal container, \$2.95; 10 or more 10c each; per pamphlet, 15c.

A complete review appeared in the American Library Association Subscription Books Bulletin for April, 1940, a copy of which will be loaned to libraries requesting it. Also known as the Unit Study pamphlets. Some volumes have been found useful and these will be listed in an early issue of the Minnesota School Library List Supplement, in the section for Free and Inexpensive materials.

Educators Index to Free Materials; John Guy Fowlkes, ed. Education Progress League, Randolph, Wisconsin. \$27.50.

An expensive index to inexpensive materials would describe this service except for

the fact that the materials are listed as free. The index was examined by several members of the Department as well as by committee members, both groups reaching the same conclusion — that it was more important to buy useful materials than to collect free materials the majority of which are of little or no value to the schools.

Childcraft

See State Subscription Report, *Bulletin* No. 3, March, 1938, p. 2, or *Minnesota Library Notes and News*, XIII:96, June, 1938.

New Standard Encyclopedia; systematized information, clear, concise, complete. 10 v. 130 N. Wells Street, Chicago, Standard Encyclopedia Corp. 1934. No paging. \$24.50.



BOOKS AND PAMPHLETS

Recent Biography, Travel and Fiction For the High School Group

Compiled by ELEANOR HERRMANN

Benet, Laura. *Enchanting Jenny Lind*. Dodd, 1939. \$2.50.

"Stirring within her was something that this Sweden she loved was to understand; something that lived and exulted and worshipped in the rhythm of its songs and dances, something that was a part of Nature." The author expertly suggests the enchanting quality of Jenny Lind's personality and voice. *Midway in my song* by Lehmann will interest readers of *Jenny Lind*.

Bennett, Dorothy. *Sold to the ladies!* Stewart, 1940. \$2.50.

An old barge, impulsively bought at an auction, is converted into a houseboat by its three owners. Has all the spirit of adventure and enthusiasm inherent in a travel book. The author is Sales and Promotion manager of the University of Minnesota Press.

Buenzle, F. J. *Bluejacket*. Norton, 1937. \$3.00.

Vigorous, unvarnished tale of an enlisted seaman's life in the U. S. Navy during the transition period from sail to steam.

Curie, Eve. *Madame Curie*. Doubleday, 1937. \$1.49.

"A hard and long and dazzling career had not succeeded in making her greater or less, in sanctifying or debasing her. She was on that last day just as gentle, stubborn, timid and curious about all things as in the days of her obscure beginnings." This story of the discovery of radium, the unceasing labor which led to it, and the profound devotion between Pierre and Marie Curie is a rich experience for the boy or girl who reads it.

Ellsberg, Edward. *Men under the sea*. Dodd, 1939. \$3.00.

Engrossing account, studded with anecdotes, of submarine salvage work. In all his books Commander Ellsberg displays a masterly ability to popularize and dramatize a technical subject.

Ferber, Edna. *Peculiar treasure*. Doubleday, 1939. \$3.00.

Exuberant recital of Edna Ferber's life as journalist, novelist, playwright and human being. Explains the circumstances which led to the writing of *Cimarron* and the author's other well known novels.

Fuller, Iola. *The loon feather*. Harcourt, 1940. \$2.50.

Two cultures are seen through the eyes of an Indian girl who was brought up by a French stepfather. Equally important is the picture of a fur-trading post where Indians, French, Americans and half breeds mingle in a turbulent and colorful community.

Heiser, V. G. *An American doctor's odyssey*. Norton, 1938. \$2.00.

Medical career enthusiasts will learn something about the scope and progress of modern medicine from Dr. Heiser's personal adventures in America and the Orient.

Hughes, Richard. *In hazard*. Harper, 1938. \$2.50.

This gripping story of a storm at sea can be used to introduce Conrad's *Typhoon*.

Johnson, Osa. *I married adventure*. Lippincott, 1940. \$3.50.

Fresh and consistently interesting biography of the plucky Martin Johnsons and

- their adventures in the South Seas, Africa and Borneo.
- Keith, Agnes. *Land below the wind*. Little, 1939. \$3.00.
Humorous encounters with animals and natives in North Borneo vividly and charmingly described.
- Lindbergh, A. S. *Listen! the wind*. Harcourt, 1938. \$2.50.
Young people respond to Anne Lindbergh's interpretation of flight, not only as a mechanical wonder but also as adventure, philosophy and poetry.
- Llewellyn, Richard. *How green was my valley*. Macmillan, 1940. \$2.75.
A South Wales mining family watches the transformation of the green valley in which it lives to something bleak and desolate. A mature story with deep spiritual values and beautiful diction.
- Morris, Ann. *Digging in Yucatan*. Doubleday, 1937. \$2.50.
The artist of an archaeological expedition in Yucatan writes a spirited description of her personal adventures and the expedition's findings. Good, painless introduction to Mayan culture.
- Nathan, Robert. *Portrait of Jennie*. Knopf, 1940. \$2.00.
Charming fantasy of a painter's love for a girl who is at once a reality and an illusion. Other love stories involving ghosts are *The city lies four square*, by Pargeter, and Thane's *Tryst*.
- Pinkerton, K. S. *Three's a crew*. Carrick, 1940. \$2.75.
Describes a lively seven years of summer cruising along the Northwest Coast of North America. Makes landlubbers yacht minded. Boys and girls wanting more about the same locale may wish to read S. E. White's *Wild geese calling*.
- Rawlings, M. K. *The yearling*. Decorations by Edward Shenton. Scribner, 1938. \$3.50.
Poignant story of a sensitive, lonely woodland boy's dependence upon a deer for companionship. The Junior High School group may prefer the N. C. Wyeth edition.
- Roberts, K. L. *Northwest passage*. Doubleday, 1937. \$2.75.
Graphic description of the terrible, heroic march by Major Rogers and his rangers against the St. Francis Indians during the French and Indian wars. Roberts' *Arundel* books give reality to the American revolution.
- Saint-Exupery, Antoine de. *Night flight*. Appleton-Century, 1939. \$1.75.
The beauty and the terror of flight as experienced by an air mail pilot in South America. The author's *Wind, sand and stars* has less plot, more philosophy.
- Sandburg, Carl. *Abe Lincoln grows up*. Harcourt, 1928. \$2.50.
Abraham Lincoln the president and the national hero fades away and in his place comes Abe Lincoln the poverty-stricken boy, the awkward youth, the ambitious, promising young man. Will serve to introduce the two volume *Prairie years* and Sherwood's *Abe Lincoln in Illinois*.
- Skidmore, Hubert. *River rising*. Doubleday, 1939. \$2.00.
A better than average tale for younger readers about the Blue Ridge mountain folk and a purposeful boy's efforts to reach his objective — medical school. A story of adventure and rich local coloring.
- Sugimoto, Etsu. *Daughter of the Samurai*. Doubleday, 1931. \$2.50.
A Japanese woman's formal training and education in a Samurai family, and her adjustment to American life, described with charm and insight.
- Taylor, Deems. *The well tempered listener*. Simon, 1940. \$2.50.
Extraordinarily lucid commentaries on composers, performers, classic and modern music, and on listening. Oscar Levant, in a *Smattering of ignorance*, writes some shrewd chapters on the people who are making and performing modern American music.
- Tunis, J. R. *Iron duke*. Harcourt, 1938. \$2.00.
The author's vigorous writing and commonsense viewpoint in this tale of three years at Harvard has set a pattern which should raise the level of school stories.

Pamphlet Series

Compiled by IRMA K. SCHMALZ

PUBLIC AFFAIRS PAMPHLETS. Public affairs committee, Inc., 30 Rockefeller Plaza, New York, N. Y. 10c each; for quantity rates write The Committee. Subscription for 24 consecutive numbers, \$2.00; 36, \$3.00.

No. 8 (Rev.)—*This question of relief*, by M. S. Stewart. 1939. 32p. "... approximately twenty million Americans ... are dependent on government assistance, and there is little likelihood that the need for such aid will be drastically reduced by war prosperity."

No. 19 (Rev.)—*Can America build houses?* by M. L. Colean. 1940. 31p. Deals primarily with the private housing problem, giving background and suggested remedies.

No. 29 (Rev.)—*America and the refugees*, by Louis Adamic. 1939. 32p. This all important problem must be solved with reference to "our own peculiar problems and institutions."

No. 37—*State trade walls*, by F. E. Melder. 1939. 31p. The consumer, chiefly, pays for trade barriers.

No. 38—*The fight on cancer*, by C. C. Little. 1939. 31p. Developments in control, progress in research, and an outline of the educational program are reviewed.

No. 39—*Loan sharks and their victims*, by W. T. Foster. 1940. 31p. In some states which lack adequate protective legislation as many as one fourth of the families are caught, but illegal lenders are beginning to lose ground.

No. 40—*Chain stores—pro and con*, by Helen Dallas. 1940. 31p. "... Attention should better be given to carefully thought out changes in our codes of business law and behavior which will preserve the ad-

vantages of large-scale operation and yet provide safeguards against the abuse of power by those in whose hands control is centered," is concluded.

No. 41—*Homes the public builds*, by E. E. Wood and Elizabeth Ogg. 1940. 32p. Discusses the present inadequate housing situation and the remedy in the government's public housing program.

No. 42—*Adrift on the land*, by P. S. Taylor. 1940. 32p. Considers the various farm workers' migrations with special reference to the California problem as a "pre-view" of what extensive industrialized agriculture will bring.

No. 43—*Safeguarding our civil liberties*, by R. E. Cushman. 1940. 31p. Although gains have been made since the World War, new dangers are of two classes: minority groups likely to be denied basic liberties of freedom of speech, etc., and guarantees against arbitrary arrest, imprisonment, search, seizures, and compulsory self-incrimination of treason suspects may be ignored.

No. 44—*59c of your \$1—the cost of distribution*, by T. R. Carskadon. 1940. 31p. Maintains the consumer is mainly responsible for this high cost.

No. 45—*How money works*, by A. D. Gayer and W. W. Rostow. 1940. 31p. Includes: how money is created; spending and business; part the banks play; prices; period 1914-1940; government spending; war; and unsettled questions.

No. 46—*Pensions after sixty?* by M. S. Stewart. 1940. 32p. The author says, "... a satisfactory system of social security does not grow up overnight, but is the product of years of patient building."

*A
New Format
Beginning with
September 1940*

THE BOOKLIST

A GUIDE TO CURRENT BOOKS

NEW, not alone in its attractive cover but completely re-designed throughout, The Booklist begins its 37th year with the September issue. Format and typography—from Table of Contents to Index—have been planned to make The Booklist easier to use. Clear, readable Texttype, the contemporary type face selected, combines with distinctive Caslon headings to produce well-balanced pages.

Now that book selection must serve a swiftly changing world, The Booklist is virtually an indispensable aid for libraries, schools, and colleges, and for all persons eager to read or own worthwhile books. Twice each month (except once in August and in September) The Booklist helps readers determine which books to buy of nearly 11,000 published annually. About 125 books are described in each issue but in August, which contains the annual author, title, and subject index.

22 issues a year—\$3

SPECIAL SUBSCRIPTION OFFERS: Introductory offer—15 issues (8 months) from September 1940 through April 15, 1941—\$1.50. School year experimental subscription for school libraries—18 issues (10 months) from September 1940 through June 1, 1941—\$2. Sample copy on request.

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